



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9850 E. Rankin Loop, Vail, AZ 85747

Vail Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Kevin Carney
Schedule : 07:30 AM to 03:30 PM
Grades : 6-8
Web Address : ds.vail.k12.az.us
Phone Number : (520) 762-2700
Fax Number : (520) 762-2701
E-mail : carneyk@vail.k12.az.us

Mission

Desert Sky Middle School's mission is to provide:

- a safe and positive learning environment
- high standards for academic and behavioral excellence
- trusting and respectful relationships
- varied learning opportunities

School / Academic Goals

- ü 80% of students will achieve at the instructional or mastery level on a curriculum based measure math probe at a grade level appropriate skill.
- ü 80% of students will achieve at the instructional or mastery level on a curriculum based measure math probe at a grade level appropriate skill.
- ü Teachers will incorporate two teaching strategies into their instructional repertoire that Marzana identifies in his book, Classroom Instruction that Works.
- ü Each teacher will make at least 12 positive parental contacts per month with 95% compliance.

Enrollment

October 1, 2005 School Year Student Enrollment : 646
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 14

Instructional Programs

- ü Core Academics
- ü Inclusion, Resource & ELP Programs
- ü Band, Choir, Physical Ed., and Fine Arts
- ü Reteach/Enrichment Classes
- ü Afterschool Remediation
- ü P.R.I.D.E. Program
- ü STEEP
- ü Anti-Bullying Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the mission of the Vail School District to provide parents with safe and nurturing school communities, where their children can obtain a quality education. We value parental involvement, address parental concerns, and work to establish positive relationships with our students.

Parents

Teachers and parents need to work as a team to serve the best interest of the student. Parents are expected to be actively involved in the student's education and expand his/her desire to learn by setting goals and having them at school regularly.

Transportation Policy

Board Policy EEAA, Walkers and Riders, authorizes the administration to provide bus services for those students living more than one and one half miles from school, for grades six through twelve.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Highly Performing Label	2004
ü DPL Champs in Wrestling, Boys/Girls Basketball, Soccer	2005
ü Excelling Label	2005
ü Excelling Label	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	212	606	79327	100	100	98	564	561	518	4	4	19	5	8	20	48	48	46	43	40	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	290	38961	100	100	98	564	566	520	3	2	16	5	8	20	50	49	48	42	41	16
Male	107	316	40295	100	100	97	563	557	516	5	6	21	6	8	19	46	47	44	44	39	16
African American	14	28	4247	100	100	98	545	552	499	NA	7	27	7	4	24	71	57	41	21	32	8
Hispanic	42	125	32327	100	98	98	548	551	499	5	5	27	7	10	25	57	50	41	31	35	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	560	556	NC	13	6	NC	13	10	NC	25	47	NC	50	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	149	432	36373	100	100	98	570	565	538	4	3	10	3	7	14	44	48	52	49	41	25
Students with Disabilities	18	54	9321	100	83	87	478	500	467	44	33	54	28	19	22	17	37	21	11	11	3
Students without Disabilities	194	552	70006	100	100	100	571	566	524	NA	1	14	3	7	19	51	49	49	46	43	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	24	97	37097	100	94	97	559	553	498	4	4	27	8	11	25	42	48	41	46	36	7
Non-Economically Disadvantaged	188	509	42230	100	100	99	564	562	535	4	4	11	5	7	15	49	48	50	43	40	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	212	609	79501	100	100	98	526	523	497	3	3	10	6	10	25	83	78	60	8	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	293	39062	100	100	99	535	530	502	2	2	8	5	8	23	80	78	64	13	13	5
Male	107	316	40368	100	100	98	518	517	491	4	4	13	7	11	27	85	79	57	4	6	3
African American	14	27	4279	100	96	99	517	514	485	NA	NA	14	NA	11	30	93	85	54	7	4	2
Hispanic	42	126	32389	100	99	98	517	515	478	7	6	16	5	11	34	83	75	48	5	9	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	525	519	NC	NA	3	NC	19	14	NC	69	73	NC	13	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	149	435	36446	100	100	99	530	527	516	2	2	4	6	9	15	83	80	73	9	9	7
Students with Disabilities	18	56	9411	100	86	88	460	471	453	33	23	36	22	27	36	44	48	26	NA	2	1
Students without Disabilities	194	553	70090	100	100	100	532	528	502	NA	1	7	5	8	24	86	82	65	9	10	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	24	99	37183	100	96	97	527	518	479	4	3	16	4	13	34	83	77	49	8	7	1
Non-Economically Disadvantaged	188	510	42318	100	100	99	526	525	513	3	3	5	6	9	17	82	79	70	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	616	80000	100	100	99	582	581	564	2	2	3	4	6	11	82	81	75	11	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	297	39288	100	100	99	598	597	579	1	1	2	1	2	6	78	76	77	20	21	16
Male	106	319	40644	99	100	98	565	565	549	3	3	4	8	9	15	87	84	74	3	4	7
African American	14	28	4307	100	100	99	590	580	551	NA	NA	4	NA	7	13	86	75	75	14	18	7
Hispanic	41	128	32672	98	100	99	578	577	548	2	1	4	2	8	14	80	80	76	15	12	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	583	592	NC	NA	1	NC	6	4	NC	81	69	NC	13	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	149	439	36602	100	100	99	584	582	579	2	2	2	4	5	7	83	81	75	11	12	16
Students with Disabilities	18	64	9919	100	98	93	508	511	505	11	8	9	28	31	35	61	61	54	NA	NA	2
Students without Disabilities	193	552	70081	99	100	100	588	588	571	1	1	2	2	3	7	84	83	79	12	14	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	23	101	37534	96	98	98	589	574	547	NA	NA	4	4	10	15	87	81	76	9	9	5
Non-Economically Disadvantaged	188	515	42466	100	100	100	581	582	578	2	2	2	4	5	7	82	80	75	12	13	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	561	78546	100	100	97	587	579	543	2	4	15	5	7	18	53	56	52	39	33	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	285	38645	100	100	98	592	583	545	1	2	13	5	7	18	50	55	54	44	35	15
Male	96	276	39792	100	100	97	582	575	542	3	6	17	5	7	17	57	57	50	34	30	15
African American	18	31	4205	100	97	97	571	572	524	6	3	22	11	16	22	61	58	49	22	23	7
Hispanic	46	133	31177	100	100	97	580	566	524	NA	6	22	7	8	23	63	64	48	30	22	7
Asian/Pacific Islander	NC	23	1940	NC	96	99	NC	609	580	NC	NA	5	NC	NA	9	NC	52	53	NC	48	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	134	372	36450	100	100	97	590	582	563	2	4	7	4	7	12	51	53	57	43	36	23
Students with Disabilities	11	40	8093	100	93	82	529	519	489	18	25	50	36	28	24	27	40	23	18	8	2
Students without Disabilities	195	521	70453	100	100	100	591	583	549	1	2	11	4	6	17	55	57	56	41	35	16
Limited English Proficient Students	--	NC	9323	--	NC	94	--	NC	491	--	NC	47	--	NC	28	--	NC	24	--	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	30	102	34694	100	97	96	579	560	524	3	8	23	13	10	23	50	65	48	33	18	7
Non-Economically Disadvantaged	176	459	43852	100	100	99	589	583	559	2	3	10	4	7	13	54	54	56	40	36	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	560	79045	100	100	98	544	538	512	1	3	10	11	14	25	75	73	58	13	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	284	38860	100	100	98	552	545	519	NA	2	7	7	9	22	76	75	62	16	14	8
Male	96	276	40075	100	100	97	536	531	505	2	3	12	16	18	28	73	71	54	9	8	6
African American	18	31	4250	100	97	98	528	532	500	6	3	12	17	13	31	78	77	54	NA	6	3
Hispanic	46	132	31314	100	100	98	535	528	493	2	5	16	11	14	34	85	80	48	2	2	2
Asian/Pacific Islander	NC	23	1949	NC	96	99	NC	541	536	NC	NA	4	NC	13	15	NC	70	66	NC	17	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	134	372	36730	100	100	98	548	542	532	NA	2	4	10	14	16	72	70	68	17	14	12
Students with Disabilities	11	40	8552	100	93	87	493	492	463	9	10	35	55	43	40	27	43	23	9	5	1
Students without Disabilities	195	520	70493	100	100	100	547	541	517	1	2	7	9	11	24	77	75	62	13	11	8
Limited English Proficient Students	--	NC	9355	--	NC	95	--	NC	456	--	NC	37	--	NC	48	--	NC	15	--	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	30	100	34922	100	95	96	536	523	493	NA	5	15	20	16	34	77	75	48	3	4	3
Non-Economically Disadvantaged	176	460	44123	100	100	99	546	541	527	1	2	6	10	13	18	74	73	66	15	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	561	79657	100	100	99	590	582	566	NA	1	3	1	4	8	98	95	87	0	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	285	39120	100	100	99	598	594	580	NA	0	2	1	1	4	98	98	92	1	1	2
Male	96	276	40423	100	100	98	580	571	553	NA	1	5	2	7	12	98	92	83	NA	NA	1
African American	18	30	4290	100	94	99	590	580	560	NA	NA	4	6	10	9	94	90	86	NA	NA	1
Hispanic	46	133	31642	100	100	99	586	580	552	NA	NA	5	NA	4	11	100	96	84	NA	NA	0
Asian/Pacific Islander	NC	22	1948	NC	92	99	NC	598	589	NC	NA	1	NC	5	3	NC	86	91	NC	9	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	134	374	36929	100	100	99	591	583	579	NA	1	2	1	3	5	98	95	91	1	1	2
Students with Disabilities	11	41	9069	100	95	92	550	536	508	NA	5	11	18	22	30	82	73	58	NA	NA	1
Students without Disabilities	195	520	70588	100	100	100	592	586	573	NA	0	2	1	3	5	99	97	91	1	1	1
Limited English Proficient Students	--	NC	9521	--	NC	96	--	NC	507	--	NC	13	--	NC	24	--	NC	63	--	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	30	101	35341	100	96	97	589	576	551	NA	1	5	NA	5	12	100	94	83	NA	NA	0
Non-Economically Disadvantaged	176	460	44316	100	100	100	590	584	578	NA	0	2	2	4	5	98	95	90	1	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	574	78400	100	99	97	585	588	554	5	6	21	12	12	19	60	58	47	23	24	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	265	38686	100	100	98	580	586	554	4	5	20	16	13	20	62	61	49	18	21	12
Male	132	309	39636	100	98	96	589	589	554	6	6	23	9	11	18	58	56	46	27	27	13
African American	24	38	4193	100	100	97	554	563	533	13	8	32	29	29	23	54	53	40	4	11	5
Hispanic	46	110	30732	100	99	97	576	571	534	NA	2	31	15	17	24	72	66	40	13	15	5
Asian/Pacific Islander	NC	14	1827	NC	100	99	NC	591	594	NC	14	8	NC	7	12	NC	57	49	NC	21	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	161	407	37038	100	100	97	593	595	575	4	6	11	9	9	14	57	57	56	29	28	19
Students with Disabilities	20	47	7840	100	82	81	548	531	498	20	34	60	30	26	18	40	34	20	10	6	2
Students without Disabilities	218	527	70560	100	100	99	588	592	560	4	3	17	11	10	19	61	61	50	24	26	14
Limited English Proficient Students	--	NC	8956	--	NC	95	--	NC	502	--	NC	56	--	NC	25	--	NC	18	--	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	30	83	33014	100	95	95	572	571	534	17	10	31	13	12	24	53	65	40	17	13	5
Non-Economically Disadvantaged	208	491	45386	100	100	99	587	591	569	3	5	15	12	12	15	61	57	52	24	26	18

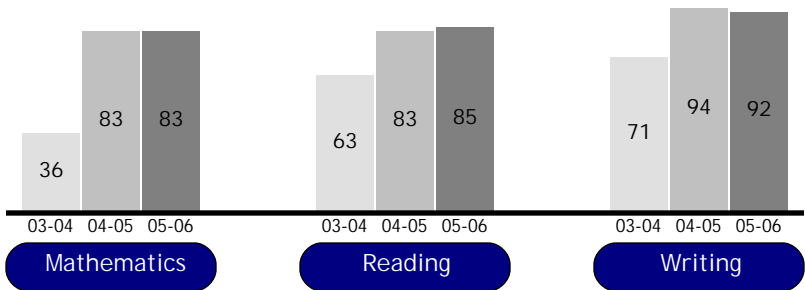
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	586	79179	100	100	98	548	547	519	0	3	11	14	12	27	76	74	58	9	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	265	38974	100	100	99	552	554	524	NA	2	8	16	11	25	70	75	61	14	13	5
Male	132	321	40124	100	100	97	545	541	513	1	4	13	13	14	28	81	74	54	5	8	4
African American	24	38	4243	100	100	98	526	536	506	NA	NA	14	21	21	32	75	74	51	4	5	3
Hispanic	46	110	30987	100	99	98	541	537	498	NA	2	17	15	14	36	80	81	45	4	4	1
Asian/Pacific Islander	NC	14	1832	NC	100	99	NC	553	543	NC	7	4	NC	14	17	NC	50	69	NC	29	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	161	417	37467	100	100	98	553	551	539	1	4	5	12	11	17	77	74	70	10	12	8
Students with Disabilities	20	59	8567	100	100	88	505	487	467	5	25	39	40	34	38	55	39	22	NA	2	1
Students without Disabilities	218	527	70612	100	100	99	552	554	524	NA	1	7	12	10	25	78	78	62	10	11	5
Limited English Proficient Students	--	NC	9013	--	NC	95	--	NC	461	--	NC	40	--	NC	48	--	NC	12	--	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	30	86	33345	100	99	96	536	529	499	3	5	17	23	26	36	70	67	46	3	2	1
Non-Economically Disadvantaged	208	500	45834	100	100	99	550	550	533	NA	3	7	13	10	19	77	75	67	10	11	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	584	79734	100	100	99	576	577	554	0	1	3	8	9	19	92	90	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	265	39243	100	100	99	589	592	568	NA	NA	2	3	4	12	97	95	85	NA	2	1
Male	132	319	40413	100	100	98	566	565	541	1	1	4	12	13	26	87	86	70	NA	0	0
African American	24	38	4285	100	100	99	559	566	548	4	3	3	13	8	22	83	89	74	NA	NA	0
Hispanic	46	111	31254	100	100	99	572	576	539	NA	1	5	11	6	25	89	93	70	NA	NA	0
Asian/Pacific Islander	NC	14	1837	NC	100	99	NC	588	579	NC	NA	1	NC	NA	9	NC	93	87	NC	7	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	161	414	37668	100	100	99	579	579	569	NA	0	1	7	9	13	93	89	85	NA	1	1
Students with Disabilities	20	57	8943	100	100	92	542	525	495	NA	5	11	35	37	51	65	58	38	NA	NA	1
Students without Disabilities	218	527	70791	100	100	100	579	582	561	0	0	2	6	6	15	94	93	83	NA	1	0
Limited English Proficient Students	--	NC	9138	--	NC	97	--	NC	492	--	NC	13	--	NC	46	--	NC	40	--	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	30	87	33718	100	100	97	559	565	538	3	2	5	3	11	26	93	86	69	NA	NA	0
Non-Economically Disadvantaged	208	497	46016	100	100	100	579	579	567	NA	0	2	9	8	14	91	90	84	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	72	NA	56	100	68	64	51	99	76	75	56
	Language	99	65	55	48	100	62	58	47	99	68	65	50
	Mathematics	99	80	76	66	100	72	68	52	99	79	79	58
7	Reading	96	67	NA	54	100	64	61	50	100	75	72	54
	Language	97	71	63	58	100	69	65	52	100	79	73	58
	Mathematics	97	67	64	62	100	67	65	50	100	76	72	54
8	Reading	96	64	NA	55	100	62	59	51	99	70	72	58
	Language	97	60	57	52	100	61	59	50	99	68	67	56
	Mathematics	97	63	64	61	100	68	63	53	99	76	75	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Sky Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum and Instructional Goals
- Ü Site Budget
- Ü School Safety Issues
- Ü Development of School Mission
- Ü Student Dress Code and Conduct
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.60
Other Professional Staff	5.20	Teacher Aide	19.25

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	8	0	0
4 to 6 years	5	6	0	0
7 to 9 years	2	6	0	0
10 or more years	0	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	120
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Multi-Purpose Room
- Ü Gymnasium
- Ü Media Center

Extracurricular Activities

- Ü Close Up
- Ü Yearbook Club
- Ü Student Council
- Ü Cougar News Central
- Ü Desert Plains Sports League
- Ü Junior Leadership Club
- Ü National Junior Honor Society
- Ü Steel Drums and Jazz Band

Social Services

- Ü Social Worker
- Ü Speech Specialist
- Ü School Resource Officer
- Ü Inclusion Specialist
- Ü Behavior Specialist
- Ü OT/PT
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Received an Excelling label from Arizona State Department of Education.
- ü Over 9,000 hours volunteered by community members.
- ü Third highest AIMS scores for all middle schools in Pima County.
- ü School athletic teams won five out of a possible nine league championships.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Parent involvement. SRO Officer. DARE training. Red Ribbon Week activities. Child Study Team. Emergency procedures in place. Code of Conduct. Student Agenda Use. PRIDE Program. Conduct Regular Emergency Drills. Alternative Education Program. Anti-Bullying Program. Anti-Tobacco Curriculum. Installed cameras on campus. Require all visitors to sign in with front office. Paraprofessional monitors in place to monitor campus behavior. Over 30 extracurricular activities for kids to choose from.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kevin Carney	(520) 762-2704
Transportation Policy	Al Flores	(520) 762-2050
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Melissa Grossheim	(520) 909-6627
Student Health/Nurse	Chris Conte	(520) 762-2655

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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